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ABSTRACT

The mini-center concept described in the guide is an attempt to consolidate adult education services into a more effective instructional program by extending adult class meetings to four straight nights a week at a centrally located facility especially designed for adult education purposes. The guide discusses advantages and disadvantages of mini-centered instructional programs in adult education; presents suggestions for establishing a mini-center program, with separate discussions of facilities, personnel, materials of instruction, program operation, in-service and pre-service training programs, and evaluation; and offers a cost analysis. One-half of the document is composed of appendixes which include: price lists for mathematics and language arts materials, testing materials, and software reading materials; an employee evaluation form; and three cost schedules (mini-center costs without reading lab, mini-center costs with reading lab, and full-time coordinator costs). (JR)

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AN OPERATIONAL GUIDE FOR THE DEVELOPMENT OF CENTER-BASED INSTRUCTIONAL PROGRAMS IN ADULT EDUCATION FOR LOCAL SCHOOL SYSTEMS

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Louisiana State Department of Education

LOUIS J. MICHOT, Superintendent

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AN OPERATIONAL GUIDE FOR THE DEVELOPMENT OF CENTER-BASED INSTRUCTIONAL PROGRAMS IN ADULT EDUCATION FOR LOCAL SCHOOL SYSTEMS

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PREFACE

The following narrative provides some basic information concerning the advantages, disadvantages, establishment, operation, and cost of mini-center programs. This report is provided for information to those local systems interested in establishing a center-based instructional program as a nucleus of their adult education program. It is not meant to institutionalize this concept as the sole solution to the numerous problems that plague adult education, but rather, offers an alternative course of action to develop a quality program from which adult education may grow and meet its tremendous potential.

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I. STATEMENT OF PROBLEM

One of the major problems facing the Adult Education Program is that of developing a firm base of support in each local educational agency from which the program may seek acceptance as a specialized field of endeavor and an integral part of the total educational offerings of the school system. Adult educators on the local level have been plagued with numerous problems which have handicapped their ability to gain equal recognition as a specialized program of instruction, which is essential to the development of a comprehensive educational program in their school systems. Such areas as the (1) inability to gain permanent facilities specifically dedicated for adult education purposes, (2) the lack of full-time supervisory or coordinating positions in adult education, (3) the inability to provide full-time employment for adult education instructional personnel, (4) continual reliance on regular public school personnel for part-time employment in adult education, and (5) the perpetuation of traditional part-time adult education classes as the basis for the instructional program have greatly handicapped the growth of adult education.

If the Adult Education Program is to establish itself as a specialized field of endeavor and become an integral part of the total educational offerings of the school system, the adult

education leadership must initiate a change of direction by supporting the establishment of some new areas of program development that would seek to offer specific courses of action to eliminate some of the above-mentioned weaknesses.

Briefly, some of these areas that would seek to improve the part-time aspects of the Adult Education Program are as follows:

1. Extending adult education services to special needs groups through establishment of adult classes in facilities other than public school buildings.
2. Offering adult classes at times other than evening hours and twice a week for a set period of time.
3. Offering the potentiality of more or less full-time employment to one or more adult education instructors to teach a variety of special classes at differently scheduled times.
4. The development of full-time adult education learning centers or mini-center programs.

Some examples of the above-mentioned areas would be to provide adult classes in local housing projects, parish or city jails, and hospitals or other institutions to put classes in immediate proximity to the undereducated adult population. The local program could offer these classes during the day or night at differently scheduled times and hire one full-time adult education instructor to teach throughout the week at each of the different locations during the day and at night.

In an effort to establish a sound program base, a few local programs have developed full-time adult education learning centers in various parts of the state; but until substantial funds are provided, full-time centers are not feasible for programs operating on limited budgets. However, the concept of a mini-center program may be a new area for local implementation in an effort to provide a foundation or base program to build on, expedite the status of adult education from its existing part-time venture, and incorporate a center-based instructional program.

There are numerous advantages to the establishment of center-based instructional programs over traditional part-time classes, but these advantages must be considered in reference to the nature and needs of each local school system.

II. ADVANTAGES OF MINI-CENTER PROGRAM

Basically, the mini-center concept is an attempt to consolidate adult education services into a more effective instructional program by extending adult class meetings to four straight nights a week at a centrally located facility especially designed for adult education purposes. Some of the advantages of a mini-center program over the traditional night-time classes are as follows:

1. It would centralize and consolidate the local program, thereby integrating classes.
2. It would allow a laboratory instructional approach to be established for the night school program which offers adults the option of attending every night or any number of nights as they choose instead of being scheduled for only two specific nights a week. This enables one to capitalize on the initial enthusiasm most adults have when they enter adult education classes.
3. It provides a centralized facility to upgrade the curriculum and to provide for a wider variety of curricula interests and supportive materials.
4. It provides for a facility that is to be used solely for adult education purposes and may be identified as such by the adult enrollees. Borrowed classrooms are no longer necessary, which is an important advantage.

5. Due to the centralization of the program, more effective and continual supervision can be provided; and a variety of cooperating adult services may be established.
6. It provides a sound foundation upon which the local adult education program can build and grow from. For example, depending on the funds available, a center-based program can easily initiate a daytime program with the only additional cost being that of the instructional personnel. It may also provide the basis for the development of a community school program, a continuing education program, etc.
7. It is cheaper. After the initial outlay, it requires fewer persons to operate it for the number of persons served; and the facility and janitorial costs are far less.
8. G.E.D. scores will demonstrate that the instruction received in a center is more effective, since they are consistently much higher.
9. It provides an opportunity to put heavy emphasis on the reading prog am for everyone.
10. Each student is assigned an individualized course of study; therefore, irregular attendance is no problem.
11. There is a choice of time of attendance rather than a set time as in night-time classes. This also eliminates the "attendance pressure" that is placed on most part-time adult teachers who must constantly be concerned with student attendance in order to maintain their classes.

12. All students study in the same area. There is no stigma attached to those working on a lower grade level.
13. Record keeping is much simpler.
14. In the night-time program, there is only one teacher to instruct all students in the class. In the center, there is a teacher plus one or more capable teacher aides who help the students when assistance is needed. This saves time that would be wasted if a student had to wait until the teacher is available.
15. Testing is more uniform since it is always done by the same person.
16. It provides an opportunity to place a telephone in the center that can be used for (a) contacting students who have interrupted their attendance, and (b) emergency use for students who have ill children at home, etc.
17. It provides for the potential employment of professional personnel as adult education instructors who are not employed as regular day school teachers. By providing a minimum of twelve hours of employment each week in the adult program, local systems may be able to secure very qualified teachers who have applied for teaching positions but due to the surplus have not been able to employ them. Employment of this type of professional instructor would eliminate adult education as being a "second field" or a "supplementary moonlighting position." This would also

allow for the utilization of these individuals as full-time instructors for daytime classes, if sufficient funds were available.

18. It provides for specialization in instruction, especially with regard to the reading program.
19. The employment of teachers whose sole responsibility would be to adult education would allow for more professional preparation and commitment to the adult program and continual development of their instructional expertise through training. Ultimately, this could lead to certification in adult education.
20. It would provide more instructional hours of adult education to be offered during the year than part-time classes.

III. DISADVANTAGES OF MINI-CENTER PROGRAM

Although it is clear that the mini-center offers numerous advantages over traditional part-time adult classes, it does represent a change of direction by the local systems and therefore presents certain disadvantages that must be considered.

1. Consolidation of the adult education resources in the local program may result in the closing of some outlying part-time classes and in the termination of those part-time instructors.
2. Sparsely populated rural areas may not be able to recruit and enroll a significant number of adults to justify the establishment of a mini-center program.
3. Adequate facilities may not be available.
4. The initial expense of establishing a center-based instructional program would require increased financial support.
5. Qualified, trained professional personnel for the instructional staff of the mini-center program may not be available.

Although there may be other disadvantages to the establishment of center-based programs due to the nature and needs of the local adult education program, the greatest common advantage is that it does provide a sound operational base from which adult education may grow. The primary decision that must be made to initiate a mini-center program is whether or not consolidation of the adult education resources will provide a better opportunity for the undereducated adult than traditional part-time classes.

IV. ESTABLISHING A MINI-CENTER PROGRAM

In order to establish the basic mini-center program the following areas must be considered: acquisition of facilities; personnel; instructional materials; program operation, which includes the testing program, counseling procedures, instructional activities, and records and reports; and developing a sound in-service and pre-service training program.

A. Facilities

One of the greatest disadvantages of part-time, traditional adult education programs is the use of regular day school facilities for night-time adult classes. Often, if the classroom utilized is not the regular classroom of the adult teacher, numerous complaints and problems have arisen when adults use another teacher's classroom at night. The adult teacher has had to transport his adult instructional materials to class each night and has been definitely limited in the variety and number of instructional materials that could be offered to the adult students. The facilities of regular day school classes, especially the small even-rowed desks, have been totally inadequate for adult education purposes. In addition, adults who attended the night program in the same school that their children attend during the day have never been able to associate with a separate facility specially designated for adult education purposes.

With the development of a mini-center program, the acquisition of a facility or a portion of an already established facility becomes one of the first considerations. Initially, the basic facilities needed for establishment of the mini-center programs are as follows:

1. Two Fairly Large Classrooms

   One classroom would be utilized for the reading program and the other for the language arts and mathematics program.

   The most ideal situation would be a separate facility or possibly the use of T-buildings for the adult mini-center. If this is not available, the acquisition of two regular classrooms within an existing public school facility or some other building is adequate; but it must be pointed out that these classrooms are to be used solely for adult education purposes and are not to be utilized by the regular day school program. The best situation, if available, would be a glassed-in office within one or both of the classrooms which would allow the coordinator or professional instructor to provide individual counseling with the adults and still view the instructional activities in the center.

   It should also be noted that special wiring may also be needed, especially if a reading laboratory program is utilized.

2. Adequate Shelf Space

Both classrooms should provide adequate shelf space in order to separate and organize all instructional materials available for use by the students. This would require at least two walls of shelf space in each room.

3. Tables and Chairs

Each classroom should be equipped with approximately seven (7) long tables with six chairs per table, depending on the size of the room.

4. File Cabinets

A minimum of four file cabinets should be provided--one file cabinet in each classroom for use by the students, one file cabinet to be used for testing purposes, and one file cabinet to be used for administrative purposes.

5. Teacher's Desk

Once again, the best situation would be a teacher's desk provided within a small glass-enclosed office area for use by the professional personnel. If this situation is not available, then the teacher's desk should be located in the most secluded part of the room.

6. Testing Room

An additional small classroom or separate facility would also be needed periodically for testing purposes, although testing could be done within the classroom if necessary.

B. Personnel

One of the keys to the operation of a successful mini-center program is the selection, training, and proper utilization of personnel. The initial personnel needed to operate a mini-center consists of two professional instructors and two paraprofessional personnel, plus a learning center coordinator who would also serve as the local supervisor or coordinator for the total adult education program in that local school system. Some basic responsibilities of these personnel are indicated below:

1. Learning Center Coordinator

   a. Shall be employed on a full-time basis and serve as coordinator or supervisor for the total adult education program in the local school system.

   b. Shall be responsible for selection and training of personnel to be employed in the adult education program.

   c. Shall be responsible for development of an extensive public relations program; coordination of various local, federal and state cooperating agencies; recruitment activities; and all other efforts to promote and sell the program.

d. Shall be responsible for selection of materials and equipment for instructional purposes in the center program.

e. Shall be responsible for all administrative and supervisory obligations as are required for administering a local adult education program, which includes correct submission of all records and reports and budgeting concerns.

f. Shall be responsible for the initiation and support of a volunteer literacy program to reach the illiterate adults in their communities.

g. Shall be responsible for direct supervision and evaluation of the instructional program in the center, especially in regard to the paraprofessional personnel, and to assist the instructional personnel in the center with counseling and instructional activities when possible.

h. Shall be responsible for surveying the immediate community and the initial adult education enrollees to determine the scheduling for program, the potentiality for expansion to daytime classes, curriculum improvement, and varied course offerings of interest to the community.

2. Two Professional Instructors

It is recommended that those individuals selected to serve as adult education instructors in the mini-center program not be employed as regular public school teachers during the day, but should be selected from those surplus, qualified instructors who have applied for but have not obtained teaching positions in the local school system. By checking this area first, adequate and qualified personnel may be secured without having to utilize regular public school instructors; however, utilization of these individuals would require an extensive pre-service training program. It is recommended that one professional individual have a strong background in teaching reading and be utilized solely in the reading program, while the other instructor be designated to handle the language arts and mathematics section of the program. The major responsibilities of these instructional personnel would be as follows:

a. To counsel individually with every adult upon his enrollment in the program.

b. To individually diagnose each enrollee's initial test results, design an individual prescription program of instruction for each enrollee, and counsel with him to maintain a continual check on each student's progress, reassigning areas of instruction as the student progresses.

c. To supervise and evaluate the overall instructional program, especially in respect to paraprofessional assistance on an individual basis to the adult students.

d. To keep abreast of new materials of instruction developed for adult education and continually update the materials available for use by the adult student in the center.

e. To assist in the selection of materials and equipment for the instructional phase of the program.

3. Two Paraprofessional Personnel

A minimum of the two paraprofessional personnel should be initially employed, one to provide instructional assistance in the reading program and one for the mathematics and language arts section. The basic function of the paraprofessional personnel is as follows:

a. To provide direct individual instructional assistance for each adult based upon that adult's program of instruction as set forth by the professional instructor. The number of paraprofessional personnel needed to provide adequate assistance to the adult enrollees would be directly dependent upon the number of students in attendance.

C. Materials of Instruction

The materials of instruction that are utilized in a mini-center program should be selected by the instructional personnel in cooperation with the center coordinator or supervisor. One of the advantages of a mini-center program is that it allows for the acquisition and housing of a wide variety of materials for use by the adult. Therefore, the center personnel should constantly be evaluating the various materials used and be continually exposed to new materials produced for adult education in an effort to update and improve the curriculum offerings.

It also offers the opportunity to collect a wide variety of free or inexpensive supplementary interest materials for adults, and samples of new materials may be used on a trial basis in order to evaluate their effectiveness before any bulk purchasing is done.

As the basic center program is divided into the two major areas of reading and mathematics-language arts, the materials of instruction shall be discussed in these areas.

1. Mathematics and Language Arts Section

As mentioned previously, the mini-center facility should provide adequate shelf space for display and organizing all instructional materials. The individual programmed instructional materials or worktext materials may then be cataloged and organized on these shelves so that they are easily accessible to the students.

Once students have been orientated to the location of the various materials, they may utilize the materials outlined in their individual program of instruction at their leisure and then replace them after they have completed a specific area of work.

The following lists of materials by publisher and cost for the mathematics and language arts section are some suggested materials which would adequately supply an initial mini-center program to serve approximately forty (40) students. These are merely suggested materials and do not represent an endorsement of these instructional materials over others, as each local system and/or instructor may have other materials that they prefer. The approximate total costs for the materials indicated on pp. 32-41 for the math and language arts section is $850. Included with this section, pp. 42-43, is the approximate cost ($200.00) for those initial testing materials that would be needed for the center program.

2. Reading Section

The reading section of the mini-center constitutes the primary area of instructional concern. It is important that one section of the center program be specifically designated for reading instruction and staffed by a competent, well-trained reading instructor.

Without the special reading component, the center's instructional program becomes nothing more than a traditional part-time program meeting four days a week instead of two.

The ideal situation for the reading program would be to initiate a complete reading laboratory as the instructional basis. As a complete reading lab is initially more expensive, funds for the laboratory instruction approach may not be available. This does not mean that a good reading program cannot be established through the use of programmed, worktext, and/or special "kit" or software instructional materials. In addition, as in the math-language arts section, continual evaluation and exposure to new materials and instructional programs should be maintained. The reading section should also seek to offer an even greater variety of supplementary reading material and special interest material.

The first portion of the reading materials lists (pp. 44-48) includes some suggested software materials of instruction with which to initiate a mini-center program; the second section (pp. 49-57) includes those materials and equipment needed to establish a basic hardware reading laboratory. Once again, these are merely suggested and do not represent an endorsement of one material or program over another. The approximate cost for the software reading program is $1,850.00,

while the basic reading laboratory costs approximately $11,660.

It should be noted that the cost for a basic reading laboratory program varies considerably depending upon the amount of materials needed and the necessity for initial purchase of all equipment and furniture. The proposed laboratory included in this narrative consists of a readiness level through the eighth grade level with all basic instructional equipment and furniture necessary. Local programs which may be able to provide some of the equipment and furniture could reduce this cost by approximately $1,650. If the local system chose to initiate a reading program from the readiness level through the sixth grade level, the cost would be reduced approximately $2,520. Materials to extend the reading laboratory program through the secondary level may be added by extending the word Clues Vocabulary Development Workbooks through the "L" level and the "Listen and Think" series through the "I" level for an additional cost of approximately $250.

D. Program Operation

As mentioned previously, local programs initiating mini-centers will naturally do so as dictated by their local situation and need. The same is true of the method of operation that they deploy. The following method of operation is suggested as a guide for initiating a center-based instructional program and may be altered to fit

individual local needs; however, the basic concept that a center-based instructional program must include is a consistent testing and counseling program coupled with professional diagnosis to develop individual prescription programs of instruction.

1. Counseling

One of the keys to the operation of any successful adult program is the development of an honest, sincere relationship or "rapport" between the adult education personnel and the student. Adult education instructional personnel and/or the center coordinator, because of their regular and close contact with the adult student, are the individuals who must perform the dual role of teacher-counselor. Through their personal relationship with the adult student and firsthand knowledge of the student's strengths, weaknesses, interests, and ambitions, the instructional personnel are in the best position to influence attitudinal and behavioral changes. Therefore, instructional personnel should have a general awareness of basic counseling procedures and obtain as much information as possible about each student's general background in order to respond constructively in a counseling situation. The specific counseling activities that may be performed are as follows:

a. Orientation about enrollment, program philosophy, testing, and the instructional program.

b. Test diagnosis and counseling with each student to develop his individual prescription program of instruction.

c. General awareness to adult needs and problems.

d. Knowledge and use of referral services.

e. Continual evaluation of student progress and attitude.

2. Enrollment

As the mini-center program is based on the open entry-exit concept, students may enter at any time at any level of achievement, attend as often as they wish, and stay as long as they are interested. Regardless of what time a student enters, the initial enrollment is most critical, as first impressions are lasting ones. The center personnel should be aware that adult students have had a difficult time deciding to come back to school and they are usually nervous and self-conscious.

In a center-based program, it is tremendously important that the adult personnel extend an individual warm and friendly welcome in order to put the student at ease and conduct an individual interview with each enrollee. Nothing is more effective in the enrollment procedure than an interview. Some of the basic functions of the interview are as follows:

a. It is an excellent diagnostic device and may be used to ascertain an approximate grade level for initial testing purposes and for initial placement.

b. It enables the adult personnel to get to know a great deal of information about the adult's aims and purposes for attending the program.

c. It allows for the establishment of a genuine rapport between the program personnel and the student.

d. It provides the best possible vehicle for orientation of the student to the testing and instructional program to eliminate many fears that the adult might have concerning his concept of school.

3. Testing

A comprehensive adult program must include a systematic plan of gathering and maintaining information about student placement, progress, and development and use of a variety of evaluation techniques. This is an important phase of the program in order to:

a. Determine initial placement.

b. Diagnose specific strengths and deficiencies in the basic subject matter areas in order to develop an individual prescription program of instruction to correct these deficiencies.

c. Determine student progress, achievement, and personal development.

d. Evaluate student's program of instruction for effectiveness.

e. Help student see his progress.

Informal testing, such as the interview, oral reading, reading inventory, checklists, locator tests, etc., may be used to determine the approximate level for initial placement or further comprehensive testing. The instructor should first want to determine the instructional reading level of each student, which can be more effectively done through informal testing procedures because there is always danger in giving standardized tests to adults too soon. However, proper orientation to the testing program should eliminate the testing fears of the adult.

The standardized test in the center program is used basically for the following purposes:

a. To initially diagnose student deficiencies in the basic subject matter areas.
b. To determine individual student progress by grade level of achievement.
c. To provide information for evaluation of program effectiveness through valid reports.
d. To determine students' eligibility for certification of competency in various levels or goals of achievement.

The initial diagnostic use of the standardized achievement test is most important in a center-based instructional approach. It is used for diagnosing specific strengths and deficiencies in the basic subject matter areas in order that an individual prescription program of instruction may be developed

to correct the specific areas of weakness. The professional personnel must be well trained in the area of proper diagnosis of testing results in order to effectively implement the program.

4. Instructional Activities

Once the professional adult education instructor has counseled with the student and diagnosed his deficiencies, he must then develop an individual prescription program of instruction. In order to accomplish this, the center staff should develop a prescription program sheet for language arts, math, reading, and an optional supplementary interest program sheet. Detailed knowledge of the materials of instruction available in the center must be understood by the professional personnel in order to prescribe the various instructional activities in specific materials that will seek to correct his weakness in each skill area. Once again, a comprehensive training program is required and the development of an initial prescription program sheet must be completed. A sample of some prescription program sheets may be obtained upon request.

The professional instructor should once again individually counsel with each student to explain his test results, diagnosis of these results, and the program of instruction to which he is assigned. If this meets with the student's approval, he is then released to initiate

his learning activities at his own convenience and rate of progress. Directing the student to the various materials of instruction to be used in his course of study and providing individual instructional assistance are the primary responsibilities of the paraprofessional personnel in the center, although these functions are also the duty of the professional people when possible.

The student should also be provided with an individual file folder (a manila folder with his name on the tab) in which he may keep his prescription program sheet and file this in the student file cabinet furnished in the center. When he returns, he may retrieve his folder, continue his activities, and file it back when he leaves.

The instructional personnel should continually seek out students to offer assistance and not wait until assistance is directly requested. They should continually monitor each student's progress to determine retesting and reassignment of new areas of instructional concern, provide special interest materials, and provide individual acknowledgement of student success or progress.

5. Records and Reports

The effective mini-center in adult education incorporates a well-designed record system. This record system should include the following:

a. Application for Admission - The admission application

provides demographic data on the student for the teacher or counselor. It is an excellent source of information to use during the initial interview with the student in developing rapport. The admission form also provides space for initial placement scores.

b. Daily Sign-in Sheet - The mini-center operation permits the student to come and leave as the student deems necessary; therefore, a daily sign-in sheet is imperative for accurate attendance data. The attendance information is required by the State Department of Education-Bureau of Adult and Community Education, when financial reimbursements are made.

c. Individual Attendance Sheet - The individual attendance sheet provides space for the hours that a student attends the mini-center for one fiscal year. The recorder extracts the hours of daily attendance for each student from the daily sign-in sheet and records the hours on the individual attendance sheet. This data is valuable to the teacher or counselor and is vital information in making the monthly attendance report to the State Department of Education.

d. Form DE-505 - The Individual Student Five-Year Permanent Record. This form is provided by the State Department, and should be maintained for use in

completing the annual evaluation report and for information on students after they complete the program or drop. It may be used instead of the Individual Attendance Sheet, if preferred.

6. Forms DE-508 and DE-508-B - These forms are provided by the State Department of Education. Form 508-B is used for Adult Basic Education students in attendance on a monthly basis; Form 508 is used for secondary level adult students (Act 252) on a monthly basis.
7. Annual Evaluation Report - Forms DE-503 and DE 503-A These annual report forms are provided by the Bureau of Adult and Community Education. They compile cumulative data on adult students in attendance in a given school system during the fiscal year.
8. The Mini-Center Monthly Progress Report. The information gathered for this report provides the local and state administrators of Adult Education with the growth and progress of a given adult mini-center or a cumulative report for two or more mini-centers. (Copies of the above-mentioned forms and reports may be obtained upon request.)

E. In-Service and Pre-Service Training Programs

As noted previously, the initiation of a mini-center program seeks to provide a corps of adult education personnel specifically trained to operate a center-based instructional program. Even if the personnel employed to operate the center program are not full-time adult educators or if adult

education is their only educational employment, training must be provided prior to the establishment of the center.

Without question, the best training program for personnel engaged in a center-based instructional program should be provided through practical experience in an already existing center. As there are a number of center-based programs currently operating in the state, it is suggested that local systems wishing to initiate a center-based program provide pre-service training for their potential center personnel in these existing centers. Once a local center has been established by these trained individuals, they may initiate training for future employees within their own program.

Basically, the major areas of training for a center-based instructional program should include:

a. Understanding the adult student and striving to meet his needs.
b. Understanding and developing skill in using all equipment, especially in a reading lab, and materials of instruction.
c. Knowledge of the arrangement of materials and equipment.
d. Developing poise and tact in working with the adult student.
e. Understanding of a center program's philosophy and operation.

f. Understanding and developing skill in proper placement, diagnosis, and assignment of individual prescription program of instruction.

The time required to give the trainee a chance to familiarize himself with these areas is approximately ten to twelve hours. However, in order for the trainee to feel confident working with the students, additional work time may be required, depending on the individual.

F. Evaluation

In order to continually seek to improve the center program, constant evaluation activities should be implemented such as:

1. Administrative personnel should insure that accurate, up-to-date records and reports are maintained in order to provide a correct statistical base for evaluating the success of the program.
2. Instructional personnel should be continually trying out new instructional materials to evaluate their success, maintaining a continuous check on each student's progress, and updating supplementary materials based upon various student interests.
3. Student evaluations should be encouraged by the staff to assist in determining strengths and weaknesses of the program.
4. Center personnel should be evaluated periodically by their immediate supervisors. (A copy of a sample personnel evaluation form is enclosed on page 58.)

V. COST ANALYSIS

As mentioned previously, the cost for establishing and operating a mini-center program would vary for each local system. The following schedules are enclosed as an estimated cost which the local systems may use as a guide.

A. Schedule A - "Instructional Costs for Mini-Center Program Without Reading Laboratory"

The itemized expenditures indicated on Schedule A, p. 57, are for two part-time professional instructors and two part-time paraprofessional personnel with retirement benefits and in-service costs for twelve hours of training. The instructional materials costs are estimated for a mini-center utilizing a software reading program based upon the materials listed on page 59. These expenditures are based on the operation of a mini-center program for four nights per week, three hours per night, for a full 36-week or nine-month program.

B. Schedule B - "Instructional Cost for Mini-Center Program With Reading Laboratory"

The itemized expenditures indicated on Schedule B, p. 60, are for the same number of personnel, length of program, etc., as explained above; however, the materials of instruction and equipment costs are included for a complete readiness through the eighth grade level reading laboratory.

C. Schedule C - "Full-Time Coordinator Costs"

Schedule C, p. 61, reflects the estimated costs for a full-time Adult Education Coordinator on a local level with $1,000.00 for travel expenses, prorated retirement benefits, and indirect costs. This administrative cost schedule is once again variable in figure. For example, if a local system wishes to hire an individual and designate his position as Supervisor of Adult Education, the local system would have to pay the difference between the $9,000.00 basic grant and the normal rate of pay for the supervisory position in that system. If a local system receives funds for a full-time coordinator, it must be understood that the individual employed must devote 100 per cent of his time to adult education and is the sole administrative personnel for the local adult education program. Some local systems may wish to utilize the full-time coordinator of Adult Education as one of the professional instructional personnel for the mini-center program, and therefore cut in half the instructional personnel cost for the mini-center. (See Schedule C, page 61.)

APPENDIX

MATHEMATICS AND LANGUAGE ARTS

PROGRAM

Language Arts Material

Harcourt-Brace and World
4640 Harry Hines Boulevard
Dallas, Texas 75235

Quantity	Unit	Complete Description	Unit Price	Total
20	ea	English 2200, 314008-9, w/o tests, paperbound	1.95	39.00
10	ea	Tests, English 2200, 314040-5	.45	4.50
3	ea	Teacher's Manual, English 2200	.30	.90
15	ea	English 2600, 314345-2, w/o tests, paperbound	2.64	39.60
10	ea	English 2600, 314355-X, tests	.54	5.40
3	ea	Teacher's Manual, English 2600	.30	.90
3	ea	English 3200 (314848-9), w/o tests, paperbound	2.85	8.55
1	ea	Tests for English 3200, 314869-1	.45	.45
1	ea	Teacher's Manual, English 3200 314858-6	.30	.30
				99.60

Language Arts Material

General Learning Corporation
250 James Street
Morristown, New Jersey 07960

Quantity	Unit	Complete Description	Unit Price	Total
5	ea	English Usage Lessons 1-20 (CAP 152)	14.75	73.75

Mathematics and Language Arts Material

Order Department
Science Research Associates
259 East Erie Street
Chicago, ILlinois 60611

Quantity	Unit	Complete Description	Unit Price	Total
1	kit	Computational Skill Development Kit (33350)	72.50	72.50
1	kit	We Are Black Ready Lab (3-5280)	55.65	55.65
				128.15

Mathematics and Language Arts Material

McCormick-Mathers Publishing Company
300 Pike Street
Cincinnati, Ohio

Quantity	Unit	Complete Description	Unit Price	Total
5	ea	Making Mathematics Plain (9-12) (B9879-000-9)	1.95	9.75
5	ea	Answer Book - Making Mathematics Plain (B9879-051-3)	.36	1.80
3	ea	Essentials of English-First Book Gr 9 (B9651-0009)	1.29	3.87
3	ea	Teacher's Card Manual (Box) Book 1 (B9651-1595)	1.35	4.05
3	ea	Essentials of English - Second Book (B9652-0004)	1.29	3.87
3	ea	Teacher's Card Manual for Second Book (B9652-159-0)	1.35	4.05
5	ea	Plain English Handbook (B9816-000-5)	1.17	5.85
5	ea	Plain English (Gr 7) (A9807-000-9)	.99	4.95
1	ea	Plain English 7 - Teacher's Annotated Edition	1.29	1.29
				39.48

Mathematics and Language Arts Material

Cambridge Book Company
488 Madison Avenue
New York, New York 10022

Quantity	Unit	Complete Description	Unit Price	Total
15	ea	Introduction to Arithmetic (890017)	2.22	33.30
5	ea	General Mathematical Ability (261208)	2.95	14.75
15	ea	Introduction to English (890009)	2.22	33.30
5	ea	Correctness and Effectiveness of Expression (261607)	2.95	14.75
3	ea	Interpretation of Reading Materials in the Social Studies (26150X)	2.95	8.85
3	ea	Interpretation of Literary Materials (261305)	2.95	8.85
				122.65

Mathematics Material

McGraw Hill
Elm at Houston
Dallas, Texas 75202

Quantity	Unit	Complete Description	Unit Price	Total
5	ea	061-8736, Book 12, Understanding Algebra	1.29	6.45
5	ea	061-8744, Book 13, Using Algebra	1.29	6.45
				12.90

Mathematics and Supplementary Interests Material

Steck Vaughn Company
P. O. Box 2028
Austin, Texas

Quantity	Unit	Complete Description	Unit Price	Total
25	ea	Working with Numbers - Math Refresher (0-8114-0086-7)	1.14	28.50
5	ea	Algebra, Book I	1.14	5.70
2	ea	English (0352-1)	1.44	2.88
2	ea	Social Studies (0353-X)	1.44	2.88
2	ea	Natural Science (0354-8)	1.44	2.88
2	ea	Literary Materials (0355-6)	1.44	2.88
2	ea	Mathematics (0356-4)	1.44	2.88
5	ea	Basic Science for Living Book I (0191-X)	.99	4.95
5	ea	Basic Science for Living Book II (0192-8)	.99	4.95
				58.50

Supplementary Material

Reine Stationery Company
4001 Florida Boulevard
Baton Rouge, Louisiana 70806

Quantity	Unit	Complete Description	Unit Price	Total
3	ea	Webster's Seventh New Collegiate Dictionary	7.95	23.85

Supplementary Materials

Field Educational Publications, Inc.
680 Forrest Road, N.E.
Atlanta, Georgia 30312

Quantity	Unit	Complete Description	Unit Price	Total
1	ea	Cyclo - Teacher Learning Aid (03501)	49.50	49.50

Supplementary Material

A. J. Nystrom & Co.
3333 Elston Avenue
Chicago, ILL. 60618

Quantity	Unit	Complete Description	Unit Price	Total
1	Wn2000	Geographic Concepts Program 10 Cassettes, diagnostic tests, Map Symbols, Teacher's Guide	115.00	115.00
1	9-376	Globe, 12", Phys - Political Vacuum formed, gyro-disc laminated, raised relief	28.25	28.25
1	FM1	Learning to Use a Map	19.50	19.50
1	FG1	Learning to Use a Globe (set 1)	19.50	19.50
1	FG2	Learning to Use a Globe (set 2)	19.50	19.50
				201.75

Supplementary G.E.D. Materials

Acadiana Educational Media, Inc.
P. O. Box 2999
Lafayette, LA 70501

Quantity	Unit	Complete Description	Unit Price	Total
5	kits	Self-Development Computers (includes computer, electric pack unit, and cassette player/recorder)	$307.00	$1,535.00
2	series	G.E.D. Skill Pack Series (includes English, Math, Science, and Social Studies instructional materials) (It is suggested that the program lesson sheets be laminated, back and front, to reduce wear with perforations made after the sheets have been laminated.)	1,035.00	2,070.00
				$3,605.00

Testing Materials

California Test Bureau
McGraw Hill Publishing Company
Manchester Road
Manchester, Missouri 63011

Quantity	Unit	Complete Description	Unit Price	Total
1	box	TABE Level D Scoreze (467)	22.50	22.50
1	box	TABE Level D Scoreze (468)	22.50	22.50
1	box	TABE Level D Scoreze (469)	22.50	22.50
5	pkg. of 25	Profile Sheets/Analysis of Learning Difficulties, Level E	1.00	5.00
5	pkg. of 25	Profile Sheets/Analysis of Learning Difficulties, Level M	1.00	5.00
10	pkg. of 25	Profile Sheets/Analysis of Learning Difficulties, Level D	1.00	10.00
1	pkg. of 35	C.A.T. Advanced 9-14, Form W Test Booklets	9.10	9.10
1	pkg. of 35	C.A.T. Advanced 9-14, Form Y Test Booklets	9.10	9.10
1	pkg. of 25	TABE Level E Test Booklets	6.00	6.00
1	pkg. of 25	TABE Level M Test Booklets	7.40	7.40
1	pkg. of 25	TABE Level D Test Booklets	7.40	7.40
1	pkg. of 25	Practice Exercises & Locator Test (TABE)	2.50	2.50
1	box	Advanced Level Scoreze #570	22.50	22.50

California Test Bureau
(continued)

Quantity	Unit	Complete Description	Unit Price	Total
1	box	Advanced Level Scoreze #580	22.50	22.50
1	box	Advanced Level Scoreze #590	22.50	22.50
2	ea	Examiner's Manual for Advanced Level	.75	1.50
2	pkg.	Student Profile Sheets with Diagnostic Analysis	2.00	4.00
				208.00

READING SOFTWARE PROGRAM

Science Research Associates, Inc.
259 Erie Street
Chicago, Ill. 60611

Quantity	Unit	Complete Description	Unit Price	Total
1	kit	Reading for Understanding (RFU Junior Edition) 3-3500	44.55	44.55
30	each	Student Book 33510	.33	9.90
1	kit	RFU General 3-5375	44.55	44.55
30	each	Student Book 3-5376	.33	9.90
1	kit	Reading for IA 3-1800	69.95	69.95
20	each	"My Own Book for Reading and Listening" 3-1811	.81	16.20
1	kit	Reading for Lab IIC 3-5250	74.95	74.95
20	each	Student Record Book 3-5272	.58	11.60
1	kit	Reading Lab IVA 3-2200	74.95	74.95
40	each	Student Record Book 3-2210	.58	23.20
				379.75

Charles E. Merrill Publishing Company
1300 Alum Drive
Columbus, Ohio 43216

Quantity	Unit	Complete Description	Unit Price	Total
10	each	Modern Skill Textbook I # 6316	1.50	15.00
10	each	Modern Skill Textbook II # 6326	1.50	15.00
10	each	Modern Skill Textbook III # 6336	1.50	15.00
1	TE ea	# 6316, # 6326, # 6336	1.50	4.50
				49.50

Field Educational Publications, Inc.
680 Forrest Road, N.E.
Atlanta, Georgia 30312

Quantity	Unit	Complete Description	Unit Price	Total
1	kit	# 06001 Target Red	192.00	192.00
1	kit	# 06101-A Target Blue	192.00	192.00
1	kit	# 06050-6 Target Yellow	192.00	192.00
1	kit	# 06201 Target Green	192.00	192.00
1	kit	# 06301 Target Orange	192.00	192.00
1	kit	# 06401 Target Purple	196.50	196.50
				1,152.00

Delta Visual, Inc.
715 Girod
New Orleans, LA 70130

Quantity	Unit	Complete Description	Unit Price	Total
1	337003-7	Study Skills Kit C	18.40	18.40
1	337004-5	Study Skills Kit D	18.40	18.40
1	337005-3	Study Skills Kit E	18.40	18.40
1	337006-1	Study Skills Kit F	18.40	18.40
1	337023-1	Study Skills Kit CC	18.40	18.40
1	337024-X	Study Skills Kit DD	18.40	18.40
1	337025-8	Study Skills Kit EE	18.40	18.40
1	337026-6	Study Skills Kit FF	18.40	18.40
1	337043-6	Study Skills Kit CCC	18.40	18.40
1	337044-4	Study Skills Kit DDD	18.40	18.40
1	337045-2	Study Skills Kit EEE	18.40	18.40
1	337046-0	Study Skills Kit FFF	18.40	18.40
1	337901-8	Teacher's Guide	1.00	1.00
				221.80

Supplementary Material

Reader's Digest
Educational Division
Pleasantville, N.Y. 10570

Quantity	Unit	Complete Description	Unit Price	Total
1	kit	Adult Reading	48.50	48.50

READING LABORATORY PROGRAM

READINESS THROUGH EIGHTH (8th) GRADE LEVEL

EDUCATIONAL DEVELOPMENTAL LABORATORIES
INSTRUMENTS & FURNITURE FOR MINI-LAB

QUAN.	ORDER #	DESCRIPTION	UNIT PRICE	TOTAL
2	110015	Aud-X Mark 4 Projector and Cassette Audio Units	$ 530.00	$ 1,060.00
2	110010	Aud-X Table Top Projection Screens	12.50	25.00
18	A-0483	Wollensak Headphones (600 Ohms)	12.95	233.10
1	110022	Controlled Reader Senior (EDL)	260.00	260.00
1	110025	Controlled Reader Processing Motor	120.00	120.00
2	110018	Controlled Reader Juniors (EDL)	210.00	420.00
1	110026	Tach-X Tachistoscope	198.00	198.00
6	170002	Dust Cover for CR, TX, & Aud-X	1.00	6.00
2	170004	Dust Covers for CR Jr.	1.00	2.00
2	A-0510	Smoked Plexiglass Dust Covers for Wollensak 25152AV Decks	9.95	19.90
2	2515AV	Wollensak Cassette Decks mounted in Learning Stations and specially wired Three-year warranty on bi-peripheral Drive	179.95	359.90
10	107500	Flash-X Tachistocope (EDL)	8.80	88.00
4	CYK	Spare Lamps for Aud-X Unit (400 Watts Rated at 200 Hours of operation)	7.85	31.40
4	DAK	Spare Lamps for TX, & CR Seniors	6.40	25.60
4	CAX	Spare Lamps for CR Jr.	4.00	16.00
1	175523	Mobile Instrument Cart with Walnut end Panels and Power Cord	96.65	96.65
2	175512	Aud-X Table, Secondary	128.00	256.00
2	175514	Two Position Learning Stations with one set cut for 2515AV Cassette Decks and specially wired	275.50	551.00
1	Model B	DaLite Lenticular Screen Mounted with Brackets (Installed)	54.50	54.50

EDUCATIONAL DEVELOPMENTAL LABORATORIES
LEARNING 100 COMMUNICATION SKILLS SYSTEM
MATERIALS OF INSTRUCTION

QUANT.	ORDER #	DESCRIPTION	UNIT PRICE	TOTAL
1	319000	Instructor's Manual L-100	7.50	7.50
1	319301	Cycle Lesson Plans RA-AA		3.00
1	319302	Cycle Lesson Plans BA		3.00
1	319303	Cycle Lesson Plans CA		3.00
1	319304	Cycle Lesson Plans DA		3.00
1	319305	Cycle Lesson Plans EA		3.00
1	319306	Cycle Lesson Plans FA		3.00
1	319600	Scope and Sequence Bulletin L-100		.75
1	319601	Performance Objectives Bulletin L-100		.75
1	301906	Reading 300 Teacher's Manual		7.50
1	201051	Set CR-MT Motility Training Filmstrips		52.50
1	201050	Set CR-AD Controlled Reading Accelerated Discrimination Filmstrips		35.00
1	207100	Set TX-ABC Accuracy Filmstrips		62.50
1	337061	Study Skills Orientation Kit D-J		6.00
1	207101	Set TX-DEF Accuracy Filmstrips		62.50
1	219045	Set AX-DEFA Word Attack Review Cassette/ Filmstrips DA-FA		234.00
1	219104	Set TX-DEFA Word Recognition and Spelling Filmstrips DA-FA		55.00
3	307503	Flash-X Discs Set X-3	3.75	11.25
3	307504	Flash-X Discs Set X-4	3.75	11.25
3	307509	Flash-X Set X-9	3.75	11.25
10	319005	Aud-X Word Attack Review DEFA Books	.90	9.00

EDUCATIONAL DEVELOPMENTAL LABORATORIES
LEARNING 100 COMMUNICATION SKILLS SYSTEM
MATERIALS OF INSTRUCTION

QUANT.	ORDER #	DESCRIPTION	UNIT PRICE	TOTAL
1	219041	Set AX-RA Word Introduction Cassettes/Filmstrips		163.00
1	219042	Set AX-AA Word Introduction Cassettes/Filmstrips		468.00
1	219101	Set TX-AA Word Recognition Filmstrips		25.00
1	219221	Set CR-PT-AA Processing Filmstrips		87.50
1	219201	Set CR-AA Story Filmstrips		87.50
1	319411	GO Answer Key AA		1.00
3	319501	Set FX-AA Flash-X Word Recognition Discs	6.00	18.00
2	4953-337K	Ryton Kit (To Make Books Non-Consumable)	16.40	32.80
6	-	Ryton Cleaner (6 Units, 4 oz. ea.)	6.60	39.60
1	219043	Set AX-BA Word Introduction Cassettes/ Filmstrips		468.00
1	219102	Set TX-BA Word Recognition Filmstrips		18.00
1	219222	Set CR-PT-BA Processing Filmstrips		87.50
1	219202	Set CR-BA Story Filmstrips		87.50
1	319412	GO Answer Key BA		1.00
3	319502	Set FX-BA Flash-X Word Recognition Discs	4.50	13.50
1	219044	Set AX-CA Word Introduction Cassette/ Filmstrips		468.00
1	219103	Set TX-CA Word Recognition Filmstrips		18.00
1	219223	Set CR-PT-CA Processing Filmstrips		87.50
1	219203	Set CR-CA Story Filmstrips		87.50
1	319413	GO Answer Key CA		1.00
3	319503	Set FX-CA Flash-X Word Recognition Discs	4.50	13.50

EDUCATIONAL DEVELOPMENTAL LABORATORIES
LEARNING 100 COMMUNICATION SKILLS SYSTEM
MATERIALS OF INSTRUCTION

QUANT.	ORDER #	DESCRIPTION	UNIT PRICE	TOTAL
1	337403	Study Skills C Science, Small-Group Use Kit		43.00
1	337423	Study Skills CC Social Studies, Small Group Use Kit		43.00
1	337443	Study Skills CCC Reference, Small Group Use Kit		43.00
1	419005	Set L-DA Listen Cassettes		115.00
1	337404	Study Skills D Science, Small Group Use Kit		43.00
1	337424	Study Skills DD Social Studies, Small Group Use Kit		43.00
1	337444	Study Skills DDD Reference, Small Group Use Kit		43.00
1	219204	Set CR-DA Story Filmstrips		87.50
1	319414	GO Answer Key DA		1.00
3	319504	Set FX-DA Flash-X Words Discs	3.85	11.55
1	219244	Set CR-CPDA Comprehension Power Filmstrips		52.50
1	419016	Set LR-EA Listen and Read Cassettes		115.00
1	337405	Study Skills E Science, Small Group Use Kit		43.00
1	337425	Study Skills EE Social Studies, Small Group Use Kit		43.00
1	337445	Study Skills EEE Reference, Small Group Use Kit		43.00
1	219205	Set CR-EA Story Filmstrips		87.50
1	319415	GO Answer Key EA		1.00
3	319505	Set FX-EA Flash-X Words Discs	3.85	11.55

EDUCATIONAL DEVELOPMENTAL LABORATORIES
LEARNING 100 COMMUNICATION SKILLS SYSTEM
MATERIALS OF INSTRUCTION

QUANT.	ORDER #	DESCRIPTION	UNIT PRICE	TOTAL
1	219245	Set CR-CPEA Comprehension Power Filmstrips		52.50
1	419027	Set LR-FA Listen and Write Cassettes		115.00
1	337406	Study Skills F Science, Small Group-Use Kit		43.00
1	337426	Study Skills FF Social Studies, Small Group Use Kit		43.00
1	337446	Study Skills FFF Reference, Small Group Use Kit		43.00
1	219206	Set CR-FA Story Filmstrips		87.50
1	319416	GO Answer Key FA		1.00
3	319506	Set FX-FA Flash-X Words Discs	3.85	11.55
1	219246	Set CR-CPFA Comprehension Power Filmstrips		52.50
10	301100	Look and Write Eye-Hand Coordination Workbook	1.85	18.50
10	319001	Aud-X Study Guide RA	.90	9.00
10	319002	Aud-X Study Guide AA	1.90	19.00
10	319101	Tach-X Word Recognition Book RA-AA	1.55	15.50
10	319201	CR Study Guide AA	1.15	11.50
10	319401	GO Volume AA (Including RA)	2.25	22.50
3	307500	Set FX-XO Blank Flash-X Discs	3.75	11.25
10	319003	Aud-X Study Guide BA	1.90	19.00
10	319102	Tach-X Word Recognition Book BA	1.55	15.50
10	319202	CR Study Guide BA	1.15	11.50
10	319402	GO Volume BA	2.00	20.00

EDUCATIONAL DEVELOPMENTAL LABORATORIES
LEARNING 100 COMMUNICATION SKILLS SYSTEM
MATERIALS OF INSTRUCTION

QTY.	ORDER #	DESCRIPTION	UNIT PRICE	TOTAL
10	319004	Aud-X Study Guide CA	1.90	19.00
10	319103	Tach-X Word Recognition Book CA	1.55	15.50
10	319203	CR Study Guide CA	1.70	17.00
10	319403	GO Volume CA	2.00	20.00
10	319354	L-DA Listen Lesson Book	1.65	16.50
10	319104	Tach-X Word Recognition Book DA	2.30	23.00
10	319204	CR Study Guide DA	1.70	17.00
10	319254	Reading Efficiency Check DA	.70	7.00
10	319404	GO Volume DA	2.25	22.50
10	319355	LR-EA Listen and Read Lesson Book	1.65	16.50
10	319105	Tach-X Word Recognition Book EA	2.30	23.00
10	319255	Reading Efficiency Check EA	.70	7.00
10	319405	GO Volume EA	2.25	22.50
10	319356	LW-FA Listen and Write Lesson Book	1.65	16.50
10	319106	Tach-X Word Recognition Book FA	2.30	23.00
10	319206	CR Study Guide FA	1.70	17.00
10	319256	Reading Efficiency Check FA	.70	7.00
10	319406	GO Volume FA	2.25	22.50
1	233101	Aud-X Dictionary Series 1-15 Cassette/ Filmstrips Set		185.00
1	323030	Aud-X Act-O-Masters Replacement Copy		5.00
10	323101	Aud-X Dictionary Skills Lesson Book	1.05	10.50
1	219605	Controlled Reading Multi-Media Set MM-EA		202.00

EDUCATIONAL DEVELOPMENTAL LABORATORIES
READING 300 COMMUNICATION SKILLS SYSTEM
MATERIALS OF INSTRUCTION

QTY.	ORDER #	DESCRIPTION	UNIT PRICE	TOTAL
1	431029	Listen and Read GHI, Album, 1 Cassette	$	$ 115.00
10	331009	Listen and Read GHI, Album, 1 Lesson Bk.	1.40	14.00
1	431030	Listen and Read GHI, Album 2, Cassettes		115.00
10	331010	Listen and Read GHI, Album 2, Lesson Bk.	1.40	14.00
1	246027	Tach-X Filmstrip Set V-789		55.00
1	202081	Controlled Reading Paperback Filmstrip Set 1 (4 Albums)		200.00
1	202082	Controlled Reading Paperback Filmstrips Set 2 (4 Albums)		200.00
1	202083	Controlled Reading Paperback Filmstrip Set 3 (4 Albums)		200.00
1	202084	Controlled Reading Paperback Filmstrip Set 4 (4 Albums)		200.00
1	211006	Controlled Reading SD-D Album, 15 Lessons		105.00
10	311006	Study Guide SD-D	1.25	12.50
1	211012	Controlled Reading SD-G Album, 15 Lessons		105.00
10	311012	Study Guide SD-G (Skill Development)	1.25	12.50
1	211014	Controlled Reading SD-H Album, 15 Lessons		105.00
10	311014	Study Guide SD-H	1.25	12.50
1	211016	Controlled Reading SD-I Album, 15 Lessons		105.00
10	311016	Study Guide SD-I	1.25	12.50
4	301137	Individual Progress Charts (pkt. of 30)	.50	2.00
10	346007	Word Clues Book G	2.25	22.50
3	346527	Flash-X Vocabulary Discs X-27	3.75	11.25
10	346008	Word Clues Book H	2.25	22.50

EDUCATIONAL DEVELOPMENTAL LABORATORIES
READING 300 COMMUNICATION SKILLS SYSTEM
MATERIALS OF INSTRUCTION

QTY.	ORDER #	DESCRIPTION	UNIT PRICE	TOTAL
3	346528	Flash-X Vocabulary Discs X-28	3.75	11.25
1	201027	Controlled Reading Filmstrip Set GH		87.50
10	301107	Controlled Reading Study Guide GH	2.05	20.50
1	201028	Controlled Reading Filmstrip Set HG		87.50
10	301108	Controlled Reading Study Guide HG	2.05	20.50
10	301420	Reading Efficiency Check GH-HG	.70	7.00
1	425027	Listen and Think G Cassettes		115.00
10	325007	Listen and Think G Lesson Book	.90	9.00
1	425028	Listen and Think H Cassettes		115.00
10	325008	Listen and Think H Lesson Book	.90	9.00
1	337407	Study Skills, Science G, Small-Group Use Kit		43.00
1	337427	Study Skills, Social Studies GG, Small Group Use Kit		43.00
1	337447	Study Skills, Reference GGG, Small Group Use Kit		43.00
1	337408	Study Skills, Science H, Small Group Use Kit		43.00
1	337428	Study Skills, Social Studies HH, Small Group Use Kit		43.00
1	337448	Study Skills, Reference HHH, Small Group Use Kit		43.00
2	337060	Study Skills Record (pkt of 35)	1.50	3.00
1	201067	Comprehension Power Filmstrips Set 7-8		87.50
1	301507	Reading 300 Library GH		50.50

EDUCATIONAL DEVELOPMENTAL LABORATORIES
COST SUMMARY FOR MINI-LAB

INSTRUMENTS AND FURNITURE	$	3,823.05
MATERIALS OF INSTRUCTION - LEVELS RA - 8th		7,587.55
TOTAL	$	11,410.60
ADD APPLICABLE FREIGHT		342.32
ADD APPLICABLE TAX OF PARISH (5%)		570.53
GRAND TOTAL.....	$	12,323.45

EMPLOYEE EVALUATION

Name of Employee	Date
School	Area

Code: NI - Needs Improvement

S - Satisfactory

I.	ATTITUDE		
	1. Readiness to profit from suggestions	NI	S
	2. Willingness to accept responsibilities	NI	S
	3. Ability to work harmoniously with fellow employees	NI	S
II.	TEACHER-PUPIL RELATIONS		
	1. Exhibits personal interest in all pupils	NI	S
	2. Secures cooperation, interest and respect of pupils	NI	S
	3. Uses mature and effective methods of discipline	NI	S
III.	CLASSROOM WORK		
	1. Knowledge of ALC Curriculum	NI	S
	2. Knowledge of adult learning characteristics	NI	S
IV.	PERSONAL TRAITS		
	1. General appearance	NI	S
	2. Emotional control	NI	S
	3. Initiative	NI	S
	4. Enthusiasm	NI	S
	5. Dependability	NI	S
	6. Punctuality	NI	S

V. COMMENTS

_____

_____ Appraiser

SCHEDULE A - MINI-CENTER COSTS WITHOUT READING LAB

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
DIVISION OF COMMUNITY SERVICES
ADULT EDUCATION BUREAU
BATON ROUGE, LOUISIANA

PLAN AND REQUEST FOR AN ALLOCATION OF FUNDS
ACT 252
DE 407 B (7-73)

Submit in Quadruplicate To
State Director of Adult Education
State Department of Education
Baton Rouge, Louisiana

Request is hereby made for an allocation of funds for a program of adult education in _____ parish (city) school system to be operated in conformity with the State Plan as approved by the State Board of Education, under State Act 252 of 1950.

36-Week Program - 12 hours a week - 432 Instructional Hours

			YEARS COST
1. Teachers' Salaries Full Time	No. of Classes	Rate Per Class*	$
2. Teachers' Salaries Part Time	No. of Classes 2	Rate Per Class* 3,024.00 - $7 hr.	$ 6,048.00
3. Paraprofessional Salaries ☐ Full Time ☐ Part Time	No. of Classes 2	Rate Per Class* 1,180.00 - $2.50 hr.	$ 2,360.00
4. Employer's Contribution to Retirement (Indicate Yearly Amount)	6,216 x 7.5 %		$ 466.20
5. Employer's Contribution to Social Security (Indicate Yearly Amount)	2,420 x 5.85 %		$ 141.80
6. Teacher Travel (Indicate Total Amount for Travel Per Year, If Any)			$
7. In Service Education 12 hrs. X $7 X 2 = $168.00	12 hrs. X 2.50 X 2 = $60.00		$ 228.00
8. Teaching Materials, Supplies (Indicate Yearly Amount, If Any)	Math & Languate Arts - $850.00 Testing Materials 200.00 Software Reading Materials - 1,850.00		$ 2,900.00
*In accordance with teachers rate of pay as approved by the State Board of Education in the State Plan.	Instructional Costs	SUB-TOTAL	$ 12,144.00

				YEARS COST
9. Supervisors' Salaries	No. of Supvr.	Rate Per Year	☐ Full Time ☐ Part Time ___%	$
10. Guidance Personnel's Salaries	Number	Rate Per Year	☐ Full Time ☐ Part Time ___%	$
11. Supervisors's Travel (Indicate Total Amount for Travel Per Year, If Any)			No. of Supvr. / Rate Per Year	$
12. Clerical Salaries	Number	Rate Per Year	☐ Full Time ☐ Part Time ___%	$
13. Employer's Contribution to Retirement (Indicate Yearly Amount)	___ x ___ %			$
14. Employer's Contribution to Social Security (Indicate Yearly Amount)	___ x ___ %			$
15. Utilities	No. of Rooms	Rate Per Room Per Month	No. of Months	$
16. Janitorial Services	No. of Rooms	Rate Per Room Per Month	No. of Months	$
17. Materials, Equipment, Supplies (Indicate Yearly Amount, If Any)				$
18. Rental of Building and Rental of Equipment				
19. Other (Specify) 12,144.00 X 12% Indirect Costs				1,458.00
	Administrative Costs		SUB-TOTAL	$ 1,458.00
			TOTAL	$ 13,602.00

DATE	SIGNATURE OF PARISH OR CITY SUPERINTENDENT

State Office Approval

AMOUNT APPROVED	STATE DIRECTOR OF ADULT EDUCATION	DATE

ASST. SUPT. FOR COMMUNITY AFFAIRS	ASST. SUPT. FOR FINANCE

SCHEDULE B - MINI-CENTER COSTS WITH READING LAB

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION
DIVISION OF COMMUNITY SERVICES
ADULT EDUCATION BUREAU
BATON ROUGE, LOUISIANA

PLAN AND REQUEST FOR AN ALLOCATION OF FUNDS
ACT 252
DE 507 R (7-73)

Submit in Quadruplicate To:
State Director of Adult Education
State Department of Education
Baton Rouge, Louisiana

Request is hereby made for an allocation of funds for a program of adult education in _____ parish (city) school system to be operated in conformity with the State Plan as approved by the State Board of Education, under State Act 252 of 1950.

36-Week Program - 12 hrs. a week - 432 Instructional Hours

				YEARS COST
1. Teachers' Salaries Full Time		No. of Classes 2	Rate Per Class* 3,024.00 - $7 hr.	$ 6,048.00
2. Teachers' Salaries Part Time		No. of Classes	Rate Per Class*	$
3. Paraprofessional Salaries	☐ Full Time ☒ Part Time	No. of Classes 2	Rate Per Class* 1,180.00 - $2.50 hr.	$ 2,360.00
4. Employer's Contribution to Retirement (Indicate Yearly Amount)		6,216 x 7.5 %		$ 466.20
5. Employer's Contribution to Social Security (Indicate Yearly Amount)		2,420 x 5.85% %		$ 141.80
6. Teacher Travel (Indicate Total Amount for Travel Per Year, If Any)				$
7. In Service Education	12 hrs. X $7 X 2 = $168.00	12 hrs. X 2.50 X 2 = 60.00		$ 228.00
8. Teaching Materials, Supplies (Indicate Yearly Amount, If Any)		Math & Language Arts 850.00 Testing Materials 200.00 Reading Lab Materials 7,587.00		$ 8,637.00
*In accordance with teachers rate of pay as approved by the State Board of Education in the State Plan.		Instructional Costs	SUB-TOTAL	$ 17,881.00

				YEARS COST
9. Supervisors' Salaries	No. of Supvr.	Rate Per Year	☐ Full Time ☐ Part Time ___%	$
10. Guidance Personnel's Salaries	Number	Rate Per Year	☐ Full Time ☐ Part Time ___%	$
11. Supervisors's Travel (Indicate Total Amount for Travel Per Year, if Any)			No. of Supvr. / Rate Per Year	$
12. Clerical Salaries	Number	Rate Per Year	☐ Full Time ☐ Part Time ___%	$
13. Employer's Contribution to Retirement (Indicate Yearly Amount)		_____ x _____ %		$
14. Employer's Contribution to Social Security (Indicate Yearly Amount)		_____ x _____ %		$
15. Utilities	No. of Rooms	Rate Per Room Per Month	No. of Months	$
16. Janitorial Services	No. of Rooms	Rate Per Room Per Month	No. of Months	$
17. Materials, Equipment, Supplies (Indicate Yearly Amount, If Any)				$ 3,823.00
18. Rental of Building and Rental of Equipment				
19. Other (Specify)	$17,881.00 X 12% Indirect Costs			2,146.00
		Administrative Costs	SUB-TOTAL	$ 5,969.00
			TOTAL	$ 23,850.00

DATE	SIGNATURE OF PARISH OR CITY SUPERINTENDENT

State Office Approval

AMOUNT APPROVED	STATE DIRECTOR OF ADULT EDUCATION	DATE

ASST. SUPT. FOR COMMUNITY AFFAIRS	ASST. SUPT. FOR FINANCE

SCHEDULE C - FULL-TIME COORDINATOR COSTS

STATE OF LOUISIANA

PLAN AND REQUEST FOR AN ALLOCATION OF FUNDS
ACT 252
DE 557 R (7-73)

DEPARTMENT OF EDUCATION
DIVISION OF COMMUNITY SERVICES
ADULT EDUCATION BUREAU
BATON ROUGE, LOUISIANA

Submit in Quadruplicate To:
State Director of Adult Education
State Department of Education
Baton Rouge, Louisiana

Request is hereby made for an allocation of funds for a program of adult education in _____ parish (city) school system to be operated in conformity with the State Plan as approved by the State Board of Education, under State Act 252 of 1950.

				YEARS COST
1. Teachers' Salaries Full Time		No. of Classes	Rate Per Class*	$
2. Teachers' Salaries Part Time		No. of Classes	Rate Per Class*	$
3. Paraprofessional Salaries	☐ Full Time ☐ Part Time	No. of Classes	Rate Per Class*	$
4. Employer's Contribution to Retirement (Indicate Yearly Amount)	_____ x _____ %			$
5. Employer's Contribution to Social Security (Indicate Yearly Amount)	_____ x _____ %			$
6. Teacher Travel (Indicate Total Amount for Travel Per Year, If Any)				$
7. In Service Education				$
8. Teaching Materials, Supplies (Indicate Yearly Amount, If Any)				$
*In accordance with teachers rate of pay as approved by the State Board of Education in the State Plan.		Instructional Costs	SUB-TOTAL	$

					YEARS COST
9. Supervisors' Salaries	No. of Supvr. 1	Rate Per Year 9,000	9 months ☒ Full Time ☐ Part Time ___%		$ 9,000.00
10. Guidance Personnel's Salaries	Number	Rate Per Year	☐ Full Time ☐ Part Time ___%		$
11. Supervisors's Travel (Indicate Total Amount for Travel Per Year, if Any)			No. of Supvr. 1	Rate Per Year 1,000	$ 1,000.00
12. Clerical Salaries	Number	Rate Per Year	☐ Full Time ☐ Part Time ___%		$
13. Employer's Contribution to Retirement (Indicate Yearly Amount)	9,000 x 7.5 %				$ 675.00
14. Employer's Contribution to Social Security (Indicate Yearly Amount)	_____ x _____ %				$
15. Utilities	No. of Rooms	Rate Per Room Per Month	No. of Months		$
16. Janitorial Services	No. of Rooms	Rate Per Room Per Month	No. of Months		$
17. Materials, Equipment, Supplies (Indicate Yearly Amount, If Any)					$
18. Rental of Building and Rental of Equipment					
19. Other (Specify) Indirect Costs (10,675 X 12%)					1,281.00
		Administrative Costs		SUB-TOTAL	$ 11,956.00
				TOTAL	$ 11,956.00

DATE	SIGNATURE OF PARISH OR CITY SUPERINTENDENT

State Office Approval

AMOUNT APPROVED	STATE DIRECTOR OF ADULT EDUCATION	DATE

ASST. SUPT. FOR COMMUNITY AFFAIRS	ASST. SUPT. FOR FINANCE